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GRADUATE SCHOOL

Programs For The Social Education of Adolescent Girls

Dorothy Mary Tilden

(A.B., Lombard College, 1927)

1928

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Thesis Outline

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Introduction to Thesis

When one considers the adolescent girl and the many and varied programs that are offered for her social education and leisure time activity, it becomes clear that the field must be an important one, or there would not be so many plans offered for the use of her time.

It is the purpose of this thesis to do two things: the first, to study the adolescent girl and to find which needs must be met by the programs under consideration; and the second, to make a study and comparison of the four outstanding programs, i.e. the Girl Scouts, the Camp Fire Girls, the Canadian Girls in Training, and the Girl Reserves.

The method of the thesis shall be to consider the characteristics of the adolescent girl and the way in which they are met to-day. Then after the needs which must be met by these leisure time programs have been determined a criterion is to be drawn up by which they may be criticized and analyzed. This analysis will constitute the major portion of the thesis.

Information to Thesis

When one considers the adolescent girl and

the many and varied problems that are offered for her

social conduct and behavior, it becomes

clear that the field must be an important one, for there

would not be an empty place offered for the girl of her

time.

It is the purpose of this thesis to do two

things: the first, to show the social conduct girl and to

find which words are used by the program under con-

sideration; and the second, to show a way and method

of the social conduct program, i.e., the girl's conduct.

The second thing, the social conduct girl is finding, and

the girl's conduct.

The second of the thesis shall be to consider

the characteristics of the adolescent girl and the way

in which they are met today. Then after the words which

must be met by these terms the program have been defin-

ed a definition is to be made up so that they may be

included and analyzed. This analysis will contain

the major portion of the thesis.

I.

The Adolescent Girl and Her Education

I.

The Adolescent Girl and Her Education

"To understand the school girl," says H. D. Sedgwick, "cut loose all preconceived ideas concerning the little girl on the one hand and young ladies on the other." (1) For adolescence is an age distinct from those which precede it, and radically different from those which follow. Yet unfortunately many people have not been able to catch this viewpoint, and as G. Stanley Hall says, "We still arrest and even mutilate the soul of adolescence by prematurely forcing it into the mental mold of grown ups." (2) Or, as Frederick Tracy puts it, "There is no characteristic of adolescence whose germ may not be found in the child, and whose consequences may not be traced in maturity and old age." (3)

Normal Development:

In a most interesting chart (4) made by the Young Women's Christian Association the normal development of the adolescent girl is divided into three stages. The first, the "Me and My Crowd" stage, extends from twelve to fifteen, and is predominantly an age of physical act-

(1) Atlantic 119: June 1917. Page 802.

(2) Hall: Adolescence. Chapter XII.

(3) Psychology of Adolescence: Tracy. Chapter I.

(4) Girl Reserve Movement. Between pages 38 and 39.

"To understand the school girl," says L. L.

Sedwick, "and to see all preconceived ideas concerning the little girl on the one hand and young ladies on the other." (1) For adolescence is an age distinct from those which precede it, and radically different from those which follow. Yet unfortunately many people have not been able to catch this viewpoint, and as G. Stanley Hall says, "We still arrest and even mutilate the growth of adolescence by prematurely forcing it into the mental mold of grown ups." (2) Or, as Frederick Tracy puts it, "There is no characteristic of adolescence whose form may not be found in the child, and whose consequences may not be traced to maturity and old age." (3)

Normal Development:

is a most interesting chart (4) made by the Young Women's Christian Association the normal development of the adolescent girl is divided into three stages. The first, the "le and growth" stage, extends from twelve to fifteen, and is predominantly an age of physical mat-

- (1) Atlantic City: June 1917. Page 200.
- (2) Hall: Adolescence. Chapter III.
- (3) Psychology of Adolescence: Tracy. Chapter I.
- (4) Girl Scouts Movement. Between pages 28 and 29.

ivity. The next is the, "Thee and Thine" stage, which comes from the fifteenth to the eighteenth years, and is a time of emotional interests. Finally comes the "My Influence in World Affairs" stage, from eighteen to twenty five, when rational appeal becomes the foremost quality, and when the sense of service and desire to help and to be a part of the world are of especial significance.

Predominant Characteristics:

In order to appreciate the needs of the adolescent girl we must first understand a few of the characteristics of this age and the treatment which they are receiving at the present time. Adolescence divided as above, is more commonly known by the titles of Early, Middle, and Late Adolescence.

One of the outstanding characteristics of adolescence is that it is a period of physical growth, which means that the girl, especially during early and middle adolescence has a great many adjustments to make. Rapid growth is apt to lead to awkwardness, to self consciousness, and to a feeling of inferiority, hence the girl must be helped to make such adjustments as will lead away from these evils. In the main however, the physical needs are well met, for recreation authorities have stressed the point

ively. The next is the "three and three" stage, which comes from the transition to the elementary years, and is a time of emotional instability. Finally comes the "adolescence to young manhood" stage, from sixteen to twenty-five, when rational control becomes the dominant quality, and when the sense of service and desire to help others is a part of the social life of adolescent individuals.

Psychological Characteristics:

In order to appreciate the needs of the adolescent girl we must first understand a few of the characteristics of this age and the kind of life that she is living at the present time. Adolescence is divided into two, as was formerly known by the title of "early" and "late" adolescence. One of the outstanding characteristics of adolescence is that it is a period of physical growth, which means that the girl, especially between early and middle adolescence has a great many adjustments to make. Rapid growth is apt to lead to awkwardness, to self-consciousness, and to a feeling of inferiority, hence the girl must be helped to make such adjustments as will lead away from these evils. In the main, however, the physical needs are well met, for sanitation authorities have stressed the point

of caution in extreme exercise until most teachers and leaders have learned the lesson.

Another very important characteristic is mental development. Consciousness of self first comes to the girl in early adolescence, and with that consciousness a desire for knowledge, a wide interest in all things, and an eagerness to try everything. In the more advanced public schools of to-day this mental interest is being adequately met. In such systems as Winnetka, Illinois, and Gary, Indiana, the pupil is given a chance to develop as quickly, and as completely along any of these lines as may be desired.

Another outstanding characteristic of adolescence is the development of the emotions-- emotions so radically different from those of childhood that one would hardly recognize a person as the individual of a few years before. In the early years of adolescence the emotions are beginning to develop, but by middle adolescence they have reached their high peak. This is the time of adoration for some teacher, some friend, or some one who is the ideal to the girl of all that is perfect, and all that is wonderful! In a study made by Lorine Pruett (1) of 347 girls these three are the heroes who received the highest number of votes:

(1) Pruett: Women and Leisure. Chapter VII.

of condition in extreme states which have been seen
 features have been the same.

Another very important characteristic is that

of development. Characteristics of self-life come to the

and in very advanced stages, and with this development a

change in knowledge, a new interest in life, and

an interest in the world, in the new advanced and

in the world of today, and a new interest in the world

and in the world of the future, in the world of the

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(1) The world of the future, in the world of the

Pollyanna, 31; Cleopatra, 40; and Jeanne D'Arc, 100, an interesting view of the mind of the adolescent girl. This too is a time when the girl wants a chum, someone in whom she may confide all her secret plans and ambitions; it is the time when the journal and the diary and poetry become the means of expression, and it is the time when the emotional development begins to lead to interest in the other sex.

There is only one way in which these emotions may be adequately treated. That is through sympathetic understanding. As the high schools increasingly come to employ a Dean of Girls the situation will improve. Such women will develop the necessary understanding through which they may guide the emotional expression of the girls into the proper channels.

Socially the girl's interest during early adolescence is in the group, of which she wants to be a part. But as early adolescence ripens into the middle period this interest is supplanted by the individual chum, and then in later adolescence by interest in a chum of the opposite sex. Adolescence is preeminently a social age.

This desire for society must be met. The girls must be encouraged in their friendships and when they wish to include boys among their chums it must be done as simply

Polymers, 11; Monomers, 40; and Organic Dyes, 100.
 an objective view of the mind of the adolescent girl.
 This too is a time when the girl needs a guide, someone
 in whom she may confide and who can help her to understand
 it is the time when the logical and the literary and poetry
 become the means of expression, and it is the time when
 the emotional development begins to lead to interest in
 the other sex.

There is only one way in which these emotions
 can be adequately expressed. This is through the
 understanding of the girl's emotional development. It is
 only a part of this understanding which is necessary
 when we develop the necessary understanding through which
 they may guide the emotional expression of the girl into
 the proper channels.

Usually the girl's interest during early adolescence
 is in the group, of which she tends to be a part.
 But as early adolescence rises into the adult period this
 interest is supplanted by the individual girl, and then in
 later adolescence by interest in a man of the opposite sex.
 Adolescence is gradually a social life.

This desire for social life is met. The girl
 must be encouraged in their friendships and when they wish
 to include boys among their friends it must be done so wisely.

and as naturally as possible. The wise mother will invite her girl's boy friends in as naturally as her girl friends, that her daughter may come to regard boys in a sane manner.

And finally an intense religious interest is characteristic of the adolescent girl. Norman Richardson appraises the religious interests of the adolescent thus: in early adolescence it is "the whole religious life that is now assembled and the doing of things that have the approval of the highest authority." (1) During middle adolescence he states that the religious challenge may best be "To thine own self be true". (2) When we reach later adolescence we find that their chief religious interest is loyalty to the church, and because of that loyalty a desire for service. (3) This need, above all others must be wisely met, that the girl may have a firm basis on which to build the rest of her life.

Agencies for Education of Adolescent Girl:

With this brief survey of the adolescent girl and her characteristics let us turn to a study of her education and the various agencies which have a part in the

(1) Richardson: Religious Education of Adolescents. page 81.

{2} Ibid: page 85.

{3} Ibid: page 90.

and as naturally as possible. The idea of her will be to
get girls' boy friends in as naturally as her girl friends,
that her daughter may have to learn to be a man.

And finally an honest religious interest is

characteristic of the adolescent girl. Her religious
appreciation the religious interests of the adolescent woman:
in early adolescence is in "the whole religious life that

is now associated with the doing of things that have the

approval of the highest authority." (1) During adolescence

adolescence, as stated above, the religious challenge may now

be "to find one's own way." (2) Then as youth later

adolescence as the girl's own religious interest is

loyalty to the church, and because of this loyalty a desire

for service. (3) This need, though all others must be

wisely met, that the girl may have a firm basis on which to

build the rest of her life.

Characteristics of Adolescent Girl:

First this child grows of the adolescent girl

and her characteristics are as follows: a strong self expression

action and the various activities which are a part in the

(1) Margaret: Religious Education of Adolescents. page 11.

(2) Ibid: page 12.

(3) Ibid: page 13.

molding of her character.

Preeminent in our consideration will be the school program, which demands the greatest amount of time, and in which therefore, there should be the greatest accomplishment. According to Dr. P.W.L. Cox the new curriculum objectives of the school are as follows, "The secondary school curriculum comprises activities and experiences provided by the community through the school to prepare all the normal children of early adolescence for participation in civic life, and to secure for every individual the maximum self realization consonant with the welfare of the group. This means, on the one hand, the selective preservation of the social inheritance; on the other, the gradual improvement of society." (1)

Thus we find that the school is striving in all of its work to see that the adolescent has an all round development which will prepare him adequately for life as he will be forced to live it.

More and more in the schools of to-day we are finding that educational methods and procedure are advancing rapidly. The results which have been achieved under these new systems and viewpoints of education have been both astonishing and gratifying. We are finding development in

building of his character.

Presented in our consideration will be the school system, which demands the greatest amount of time, and in which therefore, there should be the greatest amount of attention. According to Dr. W. H. C. the new curriculum objectives of the school are as follows: "The necessary school curriculum comprises activities and experiences provided by the community through the school to prepare all the normal children of early adolescence for participation in civic life, and to secure for every individual the maximum self-realization consistent with the welfare of the group. This means, on the one hand, the physical preparation of the social individual; on the other, the spiritual improvement of society." (1)

Thus we find that the school is endeavoring in all of its work to see that the adolescent has an all round development which will prepare him adequately for life as he will be forced to live it.

Now and now in the schools of to-day we are finding that educational nations are producing the average rapidly. The results which have been achieved under these new systems and viewpoints of education have been both astonishing and gratifying. As the thinking develops and the (1) Cox; Curriculum Adjustment in Secondary Schools. 1927.

character, in morals, in ability to work and to think, such as we have never had before. The schools have recognized that most fundamental of all things, the differences in individuals, and consequently to-day are developing individuals, not patterns.

In other words the superior child has come into his own. Where in the past he was stifled and brought down to the level of mediocrity, today he is being sought out, allowed to work for himself, and achieve that broader and more worthwhile education of which he is so truly capable.

Nor is this the only advantage of education as it is visioned. We find that on the other extreme the slightly sub-normal child is also receiving his great opportunity. Through technical training, through careful study of the child, and through tests of various kinds he is not allowed to become discouraged by his inability to do the work; rather he is led into other work which he can do, and thus is sent out into the world with a working knowledge in at least a few fields, and with an attitude which will lead to success rather than to failure.

Probably one of the finest ways in which the life of the adolescent is being broadened is through the recognition by the school of extra-curriculum activities. "The secondary school program must be so conceived and operated

character, in novels, in ability to write and to think,
such as we have never had before. The schools have never
knew that such fundamental of all things, the differences
in individuals, and correspondingly to-day are developing
individuals, not persons.

In other words the question arises how can we

live our lives in the past we were raised and brought
up to the level of mediocrity, today he is being brought
out, allowed to see for himself, and realize that there
are some worthwhile activities of which he is truly capable.

Now is this the only advantage of education as

it is viewed. We find that on the other extreme the
slightly sub-normal child is also handicapped in many ways

ordinarily. Through technical training, through careful
study of the child, and through tests of various kinds he
is not allowed to become handicapped by his inability to

do the work; rather he is led into other work which he can
do, and thus he goes out into the world with a working know-
ledge in at least a few fields, and with an attitude which

will lead to success rather than to failure.

Probably one of the finest ways in which the life

of the adolescent is being broadened is through the recog-
nition by the school of extra-curricular activities. The
secondary school program must be so organized and operated

that the maximum adjustment is brought about. Page 101.

as to reinforce, guide, and direct the activities of the pupils, both within the school and in relation to other educational activities outside of the school." (1)

And far from the least of the school's program of extra-curriculum work is vocational guidance. More and more the schools of to-day are coming to realize that not only must there be educational work and advice, but that there must be a certain amount of vocational guidance, combined with true educational guidance, to insure a happy and contented future for the boys and girls who are entrusted to the government for education.

The school is not the only organization which is concerned with the welfare of the adolescent girl. Probably the field of Religious Education has developed more rapidly in the last decade than any other field of education. With this development has come the realization by the church of its responsibility to the youth of to-day, and an attempt to meet the need which exists.

Prof. H. C. Mayer has summarized the responsibility of the church as follows:

- "1. Not simply for the reason of perpetuating itself, but also for the purpose of serving youth.
2. Provide for adequate instruction.

as to reference, policy, and direct the activities of the
public, and within the school and in relation to other
educational activities outside of the school. (1)

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of extra-curriculum work is vocational guidance. More and
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The school is not the only organization which is
concerned with the welfare of the individual child. Parents
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in the last decade has the field of education. With
this development has come the realization by the church of
its responsibility to the youth of to-day, and an attempt to
meet the need which exists.

From A. C. Mayer has summarized the responsibilities
of the church as follows:

1. Not only for the youth of to-day
itself, but also for the purpose of serving
youth.
2. Trustee for adequate instruction.

3. Opportunity for activity and service which will vitalize instruction.
4. Youth has a right to expect that the church which desires their service as leaders of the future should train them for that responsibility.
5. The right to expect that the church to which they belong will give them an opportunity to participate in its affairs." (1)

In the main the work of the church has been done through the Young People's Department working through the medium of the organized class. The plan of organization, for such a class, more or less ideal is illustrated by Chart I, showing the department with its organization over the class which is none the less a complete unit within itself.

The activity and work of the organized class is both varied and interesting, having for its motto the ideal of four-fold development along mental, physical, social, and religious lines. The Departmental work is somewhat similar in plan, only on a broader scale because it includes both boys and girls and gives them a wider sense of loyalty and

(1) Ibid. pages 22-23.

3. Opportunity for activity and service which

will stimulate interest.

4. Youth has a right to expect that the church

which desires their service as leaders of

the church should be able to show that they

possess it.

5. The church is expected that the church to which

they belong will give them an opportunity to

participate in its service. (1)

In the early days of the church has been none

through the young people's department working through the

medium of the organized class. The idea of organization,

for such a class, more or less ideal is illustrated by Christ

1, showing the department with his organization over the

class which is now the less a complete unit within itself.

The activity and work of the organized class is

both varied and interesting, covering for the most part

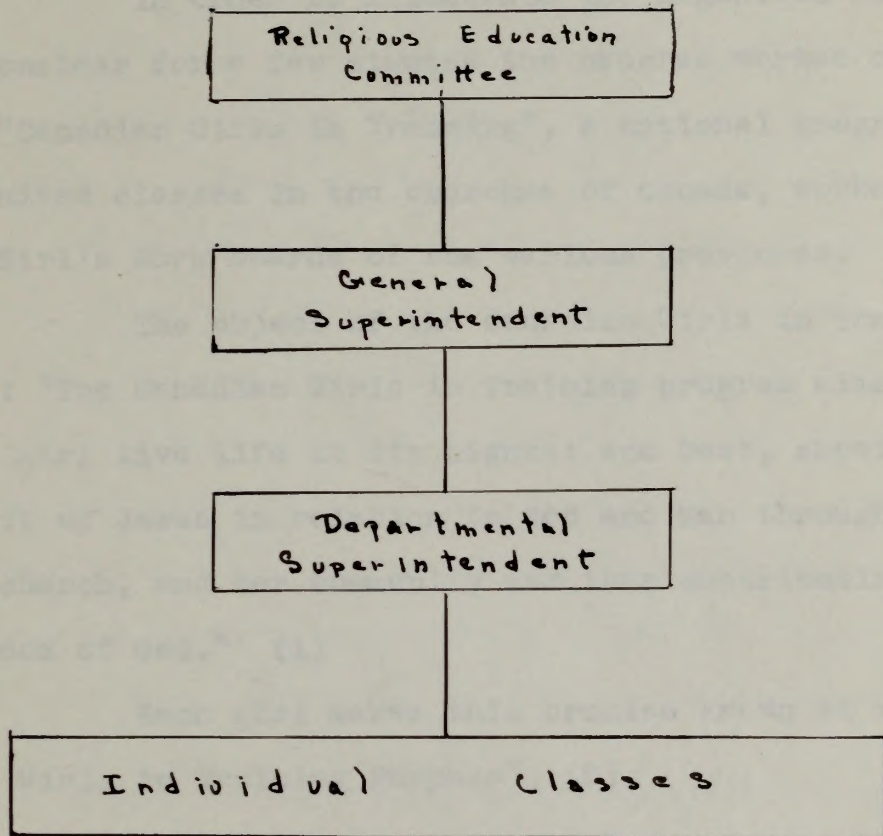
of four-fold development: social, physical, mental, and

religious. The department now is somewhat similar

in plan, only on a broader scale because it includes both

boys and girls and gives them a wider sense of loyalty and

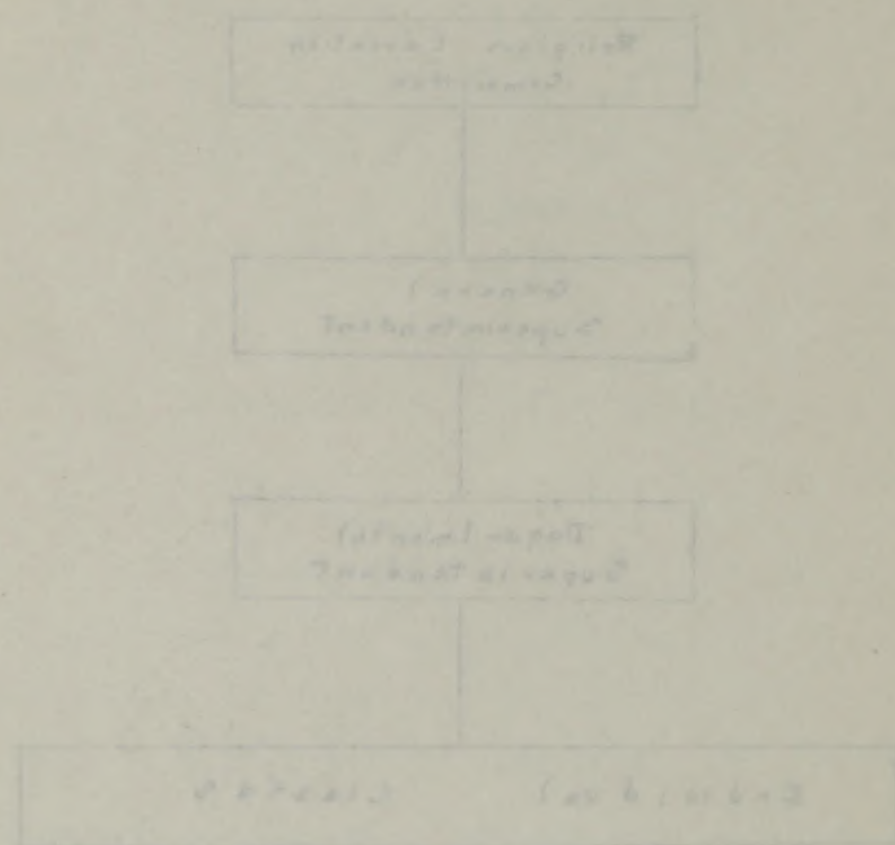
(13)



Organisation Chart

For

Church School Department



Organizational Chart

Page

Chart Detail Department

and training in working to-gether.

In order to illustrate the organized class let us consider for a few minutes the program worked out for the "Canadian Girls in Training", a national program for organized classes in the churches of Canada, worked out under the Girl's Work Boards of the various provinces.

The object of the Canadian Girls in Training is this: "The Canadian Girls in Training program aims to help each girl live life at its highest and best, showing the spirit of Jesus in relation to God and Man through her home, her church, and her community and thus contributing to the Kingdom of God." (1)

Each girl makes this promise known as the "Canadian Girls in Training Purpose", (2)

"As a Canadian Girl in Training,

Under the leadership of Jesus,

It is my purpose to,

Cherish Health,

Seek Truth,

Know God,

Serve Others,

(1) Guide to Group Leadership. Page 12.

(2) Ibid. page 12.

and training in working to collect.

In order to illustrate the organized class for

us ourselves for a few minutes the program worked out for

the "Canadian Girls in Training", a national program for

organized classes in the churches of Canada, worked out under

the Girl's Work Board of the various provinces.

The object of the Canadian Girls in Training is

this: "The Canadian Girls in Training program aims to help

each girl live life at its highest and best, sharing the

gift of Jesus in relation to God and men through her home,

her church, and her community and thus contributing to the

Kingdom of God." (1)

Each girl makes this promise known as the "Covenant

of the Girls in Training program", (2)

"in a Canadian Girl in Training,

Under the leadership of Jesus,

It is my purpose to,

cherish myself,

keep true,

know God,

serve others,

(1) Notice be through pamphlet, page 12.

(2) Ibid. page 1.

And thus, with his help, become
the Girl God would have me be."

In our consideration of the education of the adolescent girl we now turn from the old and established agencies, the school and the church, and consider for a time three of the national agencies which have grown up for the use of the leisure time of the adolescent girl. All three of these, The Girl Reserves, the Girl Scouts, and the Camp Fire Girls, are national and international bodies; all three of them are actuated by the highest ideals, and have behind them a firm and well established ~~national~~ ~~established~~ national organization. Let us then note their ideals and their standards for the girls of to-day.

The Girl Scout Movement has as its purpose, "To help girls realize the ideals of womanhood as a preparation for their responsibilities in the home and service to the community." (1) And for its program, "The program follows the lines of woman's activities adapted to the capacities and interests of girls. Emphasis is placed on the methods of training to develop initiative, self control, resourcefulness, and service to others, and in general the qualities of character of most worth in adult life." (2)

(1) Blue Book of Rules for Girl Scout Leaders. page 7.

(2) Ibid. page 8.

and thus, with the aid, through

the Girl Scout movement as well.

In our consideration of the education of the adolescent girl we have seen how the old and established agencies, the school and the church, and considered for a time some of the newer agencies which have grown up for the use of the leisure time of the adolescent girl. All three of these, the Girl Scout, the Girl Reserve, and the Young Men's Club, are national and international bodies; all three of them are actuated by the highest ideals, and have behind them a long and well-established tradition. Let us then have their assistance and their aid in the work of the Girl Scout.

The Girl Scout movement has as its purpose,

"to help girls realize the ideal of womanhood as a preparation for their responsibilities in the home and service to the community. (1) And for the purpose, 'the program follows the line of woman's activities adapted to the conditions and interests of girls. Womanhood is placed on a basis of training to develop initiative, self-control, responsibility, and service to others, and in general the qualities of character of good woman in adult life.' (2)

(1) Blue Book of Rules for Girl Scout Leaders, page 7.
(2) Ibid., page 8.

For their own responsibility the girls have this promise and law: (1)

"On My Honor, I will try:

To do my duty to God and my Country,

To help other people at all times,

And to obey the Girl Scout Laws."

The Laws are:

"1. A Girl Scout's Honor is to be Trusted.

2. A Girl Scout is Loyal.

3. A Girl Scout's Duty is to be Useful and to help Others.

4. A Girl Scout is a Friend to All and a Sister to every other Girl Scout.

5. A Girl Scout is Courteous.

6. A Girl Scout is a Friend to Animals.

7. A Girl Scout Obeys Orders.

8. A Girl Scout is Cheerful.

9. A Girl Scout is Thrifty.

10. A Girl Scout is Clean in Thought, and Word, and Deed."

Another very interesting program is that of the Camp Fire Girls, which can also be judged by its purposes,

(1) Ibid. page 6.

for their own responsibility the girls have

this promise and law (1)

Can I honor, I will try

To do my duty to God and my country

To help other people as I can

And to obey the girl Scout laws

The laws are:

1. A Girl Scout's Honor is to be trusted.

2. A Girl Scout is loyal.

3. A Girl Scout's duty is to be loyal and

to help others.

4. A Girl Scout is a friend to all and a

leader to every other Girl Scout.

5. A Girl Scout is courteous.

6. A Girl Scout is a friend to animals.

7. A Girl Scout keeps clean.

8. A Girl Scout is cheerful.

9. A Girl Scout is thrifty.

10. A Girl Scout is wise in thought, and

word, and deed.

Another very interesting program is that of the

Girl Scout Circle, which has also been judged as the purpose,

and the promises which the girls make:

Camp Fire is built around three factors: (1)

1. It provides activities of natural interest to girls.
2. It makes these activities doubly interesting through an appeal to the imagination.
3. It works quietly toward the end that through fun and happiness girls may achieve a beautiful and useful womanhood.

For a clear vision of its purposes and ideals one has but to turn to the law of Camp Fire, and to the "Desires" of the various ranks:

The Law of Camp Fire: (2)

"Seek Beauty.
Give Service.
Pursue Knowledge.
Be Trustworthy.
Hold on to Health.
Glorify Work.
Be Happy."

The Wood Gatherer's Desire: (3)

"As fagots are brought from the forest,
Firmly held by the sinews which bind them,
I will cleave to my Camp Fire Sisters,

- (1) Handbook for Leaders of Camp Fire Girls. page 8.
- (2) Ibid. page 4.
- (3) Ibid. page 66.

and the progress which the girls make:

Camp life is built around three things: (1)

1. It provides activities of natural interest

to girls.

2. It makes these activities doubly interesting

through an appeal to the imagination.

3. It works actively toward the end that through

fun and happiness girls may achieve a heart-

felt and lasting wisdom.

For a clear vision of the purposes and ideals

one has but to turn to the law of Camp Life, and to the

"Principles" of the various centers:

The Law of Camp Life: (2)

1. Good health.

2. Good service.

3. Good knowledge.

4. Good character.

5. Good habits.

6. Good work.

7. Good play.

The Good Character's Basis: (3)

"As the sun is grateful to the forest,

so the forest is grateful to the sun."

I will always be my camp life sister.

(1) Handbook for Leaders of Camp Life Girls, page 8.

(2) Ibid. page 4.

(3) Ibid. page 66.

Wherever, whenever I find them.

I will strive to grow strong like the pine tree,

To be pure in my deepest desire,

To be true to the truth that is in me,

And follow the law of the fire."

The Fire Maker's Desire: (1)

"As fuel is brought to the fire

So I purpose to bring

My strength

My ambition

My Heart's desire,

My joy,

And my sorrow

To the fire

Of Humankind.

For I will tend

As my Father's have tended

Since Time began

The fire that is called

The Love of Man for Man,

The Love of Man for God."

John Collier.

(1) Book of the Camp Fire Girls. page 69.

(2) Ibid. page 72.

Wherever I find them,
I will strive to show them the path
To be true to my deepest desire,
To be true to the truth that is in me,
And follow the law of the love.

The Love of the World (1)

"The love of the world is the love

to I purpose to bring

to the world

my mission

my heart's desire,

to be,

and my sorrow

To the love

of the world.

For I will stand

As my heart's love has found

Since this began

The love that is called

The love of the world,

The love of the world.

John Gifford.

The Torch Bearer's Desire: (2)

"That Light
Which has been given to me,
I desire
To pass undimmed to others."

Then too we have the program of the Young Women's
Christian Association: The Girl Reserve Movement.

The purpose of the Girl Reserves is, "To make a
contribution to those elements in the life of a girl which
set free the ideals and connections that help a girl to
live as a Christian of her age should live and to aid her
to put into practice in her community ~~in~~ her standards."

The Girl's Purpose is: (2)

"To find and give the best."

The Code: (3)

"As a Girl Reserve I will be,
Gracious in manner,
Impartial in judgment,
Ready for service
Loyal to friends.

Reaching toward the best

Earnest in purpose

(1) Ibid. page 72.

(2) Girl Reserve Movement. page 49.

(3) Ibid. page 49.

The Torch Bearer's Oath: (2)

"That I am

Which has been given to me,

I desire

To pass on to others."

Then too we have the motto of the Torch Bearer:

Christian Association: The Girl Reserve Movement.

The purpose of the Girl Reserve is, "To make a

contribution to those closest in the life of a girl which

and free the ideal and conviction that help a girl to

live as a Christian of her age should live and to aid her

to put into practice in her community her standards."

The Girl's Purpose is: (2)

"To find and give the best."

The Code: (3)

"As a Girl Reserve I will be,

Gracious in manner,

Respectful in judgment,

Ready for service

Loyal to friends.

Reaching toward the best

Honest in purpose

(1) Ibid. page 42.

(2) Girl Reserve Movement. page 42.

(3) Ibid. page 42.

Seeing the beautiful

Eager for knowledge

Reverent to God

Victorious over self

Ever Dependable

Sincere at all times."

Recognition of Problem of Triple Program:

Thus we can see that we have in our communities working for the religious and social education of our adolescent girls, three separate and distinct organizations, the church, the school, and the program for use of leisure time, all three of which are striving for the four-fold development of the girl.

It can be clearly seen that in such a triple program we are going to find difficulties. With these programs which the girls may choose between there is certain to be a certain amount of overlapping. There are those who claim that this overlapping is not as serious as we have been led to believe. But take almost any adolescent girl, see what organizations she belongs to, and is active in, and you will find that the overlapping is, after all, a very serious problem.

From the following charts it can be seen that the problem does exist to an almost alarming degree in many of our communities. The first group of Charts are of

Being the beautiful
 Great for knowledge
 Movement to God
 Victory over self
 Over Dependence
 Success at all times

Association of Friends of Girls Program

That we can see that we have in our community
 working for the religious and social education of our school-
 aged girls, three separate and distinct organizations,
 the church, the school, and the program for use of leisure
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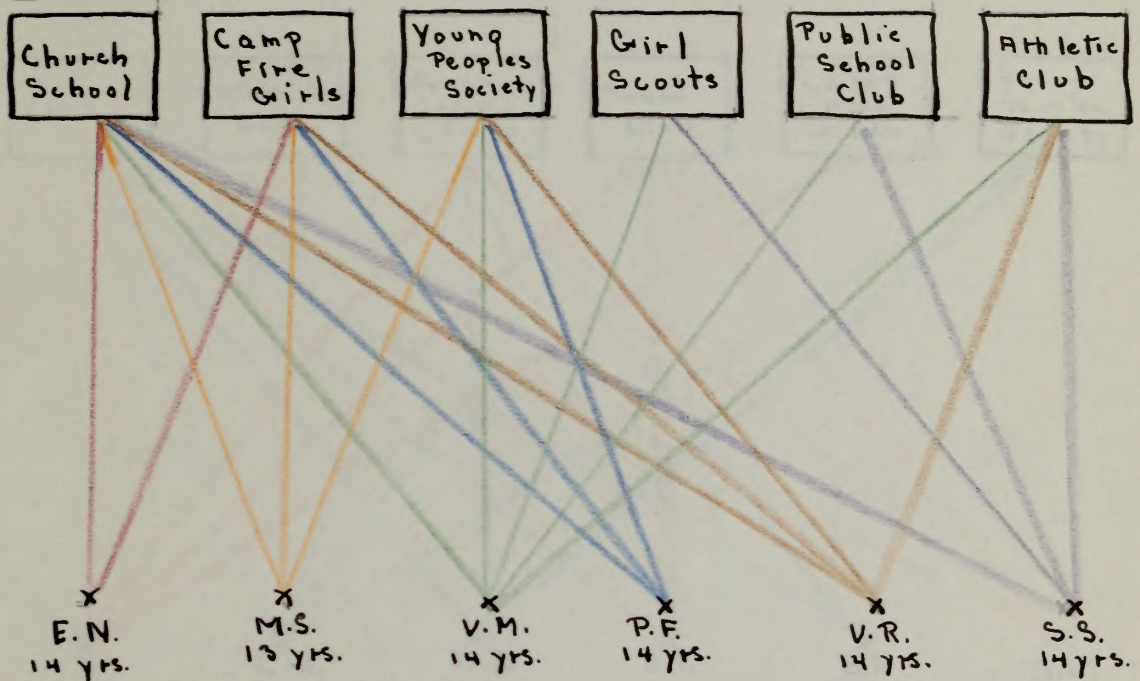
actual Sunday School classes in the Universalist Church of Lynn, Massachusetts the material having been collected in a survey made of that school by Miss Mary Slaughter, field secretary for the General Sunday School Association of the Universalist Church. In almost every case we find the girls interests are divided among several organizations.

In the second group are the organizations represented by the Girl Scouts of Troop One, Charlestown, Massachusetts, made from statistics collected personally while serving as Captain of the troop.

There are four very definite dangers that result from this overlapping. In the first place it leads to division of interest. The girls want to belong to all of the organizations, because "the other girls belong to this one, or the other one."

In the second place, it results in a smattering of knowledge. The girl is going to get something from each organization, that is true. But she is not going to get a complete program from anyone of them, and most likely will choose only the part of each which she likes the "best", thus forming habits which will do inestimable harm in the future. It is also dangerous because such a multiple program leads to abnormal rather than normal lives on the part of the girls. For with all of these outside activities and interests they are not going to lead normal home lives.

school money should also be in the University of
 at least, Massachusetts the material having been collected
 in a survey made at that school by Miss Mary Elsworth.
 This money for the General Society School Association
 of the University of Massachusetts. In almost every case the
 the girls' interests are divided among several organizations.
 In the second group are the organizations rep-
 resented by the Girl Scouts of Troop 100, Sherborn,
 Massachusetts, and from statistics collected personally
 while serving as captain of the troop.
 There are four very definite groups that re-
 late from this category. In the first place it leads to
 division of interest. The girls want to belong to all of
 the organizations, because "one other girls belong to this
 one, or the other one."
 In the second place, it results in a scattering
 of knowledge. The girl is asked to get something from each
 organization, that is true, but she is not going to get
 a complete picture from anyone of them, and most likely will
 choose only the part of each which she likes the best.
 This learning habit which will be inevitable here in the
 future. It is also dangerous because the girl's pro-
 gram tends to become rather than more, fixed on the part
 of the girl. For when all of these outside activities and
 interests that are not going to lead toward home lives.



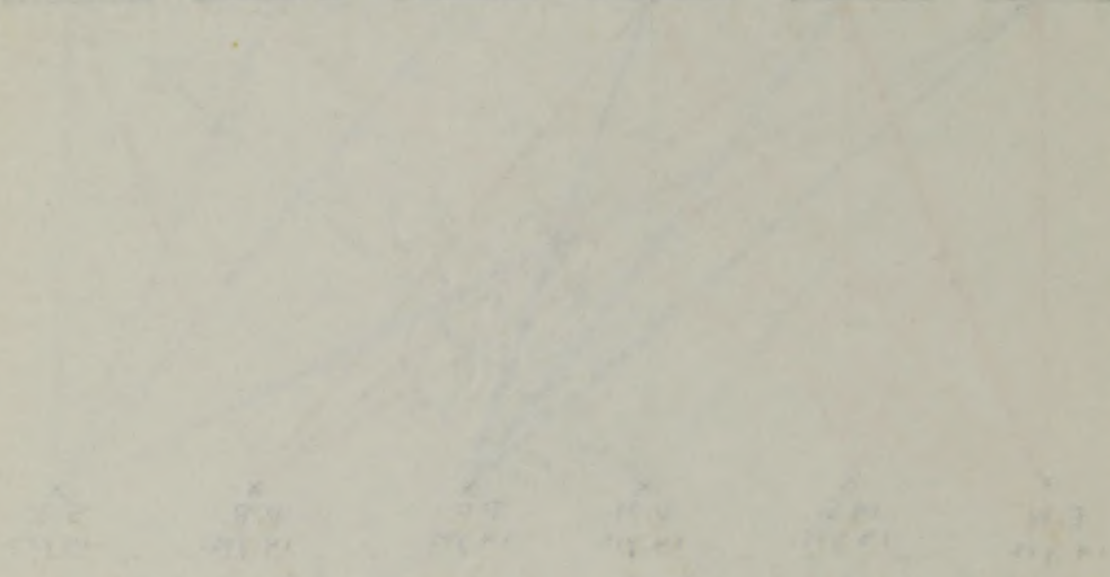
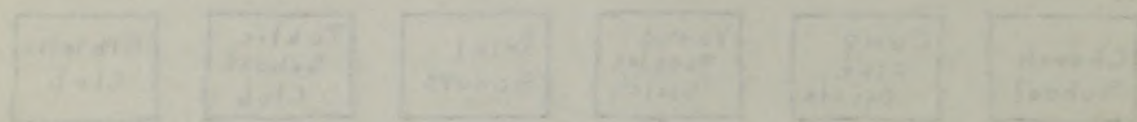
Typical Intermediate Girls Class

Showing Division of Girls Interest

(3rd year Intermediate Girls)

Universalist Church School

Lynn, Massachusetts



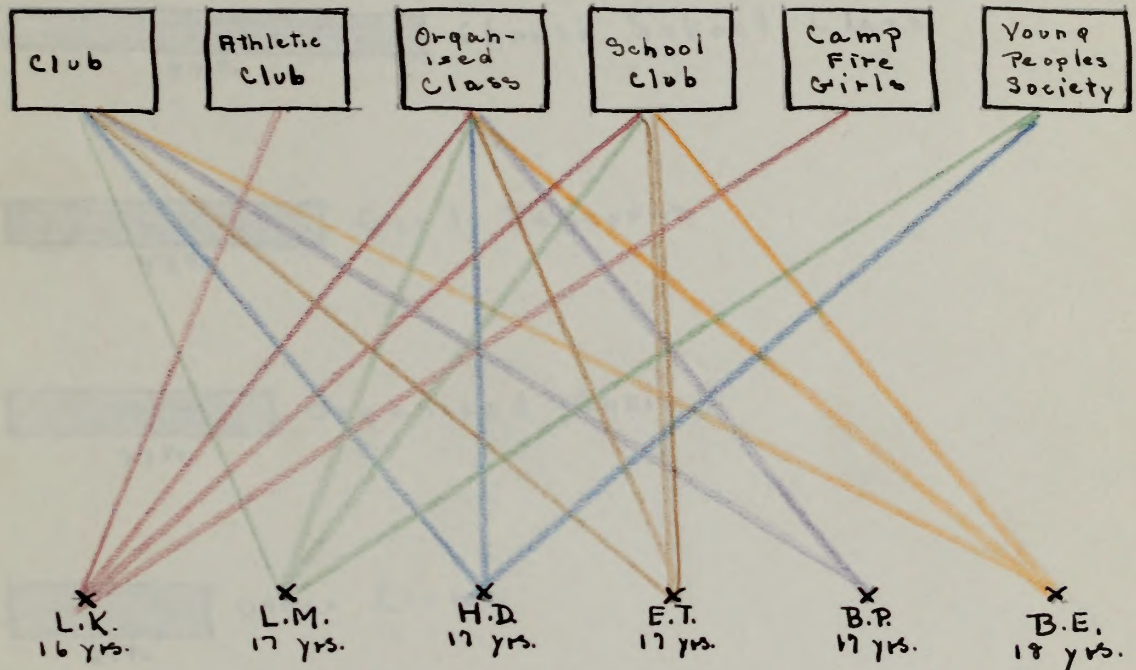
Typical Interconnectivity (Data Class)

Operating System of Data System

(2) Data Interconnectivity (Data)

Universal Data Interconnectivity

Local Area Network



Typical Senior Girls Class

Showing Division of Interest

3rd Year Senior Class

Universalist Church

Lynn, Massachusetts




Typical Service Unit Class


General Division of Interest


for the Service Class


General Interest Class


General Interest Class

 Girl Scouts
Basic Group - 100%

 Church School Class
87%

 Girl Reserves
43%

 Organised Choir
37%

 Other Clubs
31%

Other Interests Represented
by Girl Scouts of Troop I
of Charlestown, Massachusetts

Chart IV.

Girl Scouts

Girl Scouts - 1942

Church School Class

Girl Scouts

Girl Scouts

Other Clubs

Other Students Represented
at Girl Scouts at Time
of Charter Time, March 1942

But probably the most important danger of the triple program is the fact that it leads to overstimulation of the girl. Too much excitement, both mentally and physically, is more than any girl can stand. The result is going to be an adolescent girl who is "nervous", who is "high-strung", who is irritable, and who is not doing the type of work of which she is capable.

Possibility of Correlation:

The question then arises can there not be a correlation of these organizations that each may know what the others are doing, and that they may work together? Let us consider very briefly the three possible solutions to the problem:

The first solution would be that of giving the work over to the school. Naturally the school has charge of the educational program for the girl. The school has paid leadership, which means that the possibilities are greater for it to have real leadership than in some of the other organizations. If the school were to take care of the work the social work could be done through the school clubs, the physical through the athletic department, and the religious through one of a number of methods. Either the children could go to the churches at stated times for religious instruction, the pastors could come to the school, or a program endorsed by the city council of ministers could be a

But probably the most important danger of the
 kind is the fact that it leads to overstatement
 of the girl. Too much excitement, both mentally and physi-
 cally, is more than any girl can stand. The result is
 for her to be an adolescent girl who is "nervous", who is "dis-
 tressed", who is hysterical, and who is not doing the type of
 work of which she is capable.

Possibility of Overstatement

The question then arises and there has to be a cor-
 rection of these organizations that with any kind of
 the object are doing, and that they may not be doing
 but we cannot say that they are doing the same thing
 as the problem.

The first solution would be that of giving the
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 the educational program for the girl. The school has paid
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 for it to have real leadership than in some of the other
 organizations. If the school were to take care of the work
 the school work could be done through the school club,
 the physical through the athletic department, and the reli-
 gious through one of a number of methods. Either the reli-
 gious could go to the churches as stated above for religious
 instruction, the pastor could come to the school, or a pro-
 gram endorsed by the city council of ministers could be a

part of the curriculum of the school.

There are those, however, who would prefer to find the church the center of activity in the community. In the event of this plan being used, the educational work would be left to the schools, but there would be close correlation between the public school and the church school work. The social part of the program could be carried on through the week day activities of the organized class, and the physical through the completion of the school program in the activities of the class.

There are other people who feel that neither of these plans would work, inasmuch as the church is often dominated by narrow sectarian interests, and the school is equally dominated by politics. A plan which might lead away from these evils is that of a community committee. Such a committee would consist of representatives of the school system, representatives of the various churches of the community and certain of the parents who would be able to represent the views of the community.

Using one of the programs for leisure time activity the educational work could be done through the school, and the religious work through the church. The school would not load its pupils with extra-curriculum activities, and the church would not strive to reach the whole of the life

part of the curriculum of the school.

There are those, however, who would prefer to

find the church the center of activity in the community.

In the event of this plan being used, the educational work

would be left to the schools, but there would be close

cooperation between the public school and the church school

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through the weekly activities of the organized class, and

the physical through the completion of the school program

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away from these evils is that of a community committee.

Such a committee would consist of representatives of the

school system, representatives of the various churches of

the community and members of the families who would be able

to represent the views of the community.

Under such a plan the program for the community would

be decided by the committee and would be carried through the school,

and the religious and physical work. The school would

not lose the social and extra-curricular activities, and

the church would not refuse to accept the social or the

of its pupils through the organized class. The physical work could be done through the co-operation of the school and the organization in much the same manner as under the church centered plan. The social work would be done through the organization. It would mean that since the organization is democratic, any girl who cares to could join. Thus one does away with the false barriers, and the wrong attitudes that are developed by High School and Junior High School clubs.

Thus far we have considered the adolescent girl and her background. We have seen the three organizations which are trying to meet her needs, the school, the church, and the organizations for the use of leisure time. But we have also seen that there is serious overlapping between these organizations, and have studied the need for a careful consideration of the programs which exist. Having realized this need we have considered the three possible solutions, centering the work either in the school, the church, or a community committee.

of the pupils through the organized class. The organized
 work could be done through the no-competition at the school
 and the organization in which the same subject is under the
 chapter organized class. The school work could be done through
 the organization. It would be the same as the organization
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 need for a careful consideration of the program which
 exist. Having realized this need we have considered the
 three possible solutions, considering the work either in the
 school, the church, or a community organization.

which have been made

and it is not clear that the program which has been made out for the government is not one which will be of benefit to the people. It is a program which is based on the assumption that the government is the only agency which can bring about the necessary changes in the economic system, and that the government is the only agency which can bring about the necessary changes in the social system. This is a program which is based on the assumption that the government is the only agency which can bring about the necessary changes in the economic system, and that the government is the only agency which can bring about the necessary changes in the social system.

II.

Criticism of Programs

considering, of course, that the program is not one which is based on the assumption that the government is the only agency which can bring about the necessary changes in the economic system, and that the government is the only agency which can bring about the necessary changes in the social system. This is a program which is based on the assumption that the government is the only agency which can bring about the necessary changes in the economic system, and that the government is the only agency which can bring about the necessary changes in the social system.

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II.

Outline of Program

Needs Which Must Be Met:

Let us now turn our attention to the outstanding programs which have been worked out for the adolescent girls, and see to what extent they are meeting adolescent needs. It first becomes necessary, however, to determine what needs must be met.

No matter what form of organization we may use we know that the programs need not include the purely intellectual, for that can be accomplished best through the public school, considering, of course, that the schools are modern and are using approved and advanced educational methods. Even though the program does not care for the strictly intellectual it must be stimulating, it must demand application, and it must certainly be worthwhile.

Nor will it be necessary for our programs to consider the strictly religious work because that belongs pre-eminently to the church. As long as we have our churches divided along narrow denominational lines we shall have to allow our girls to be educated religiously in their own churches. Yet if we leave the whole program to the church the girl is going to lose the advantage of working with a larger group; she is going to lose the broadening experience of working side by side with girls of other religions and creeds. Nevertheless we will find that our program will have a religious application to the extent of inculcating

Problems Which Arise in the Field

Let us now turn our attention to the outstanding problems which have been worked out for the present time, and see to what extent they are meeting adjustment needs. It is not necessary, however, to deliberate that needs must be met.

No matter what form of organization we may use we know that the program must not include too purely intellectual, for that can be accomplished through the public school, considering, of course, that the schools are modern and are using approved and advanced educational methods. Even though the program does not care for the strictly intellectual it must be stimulating, it must demand application, and it must certainly be worthwhile.

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ideals into the lives of the girls, and in the stimulating of ethical action.

When we come to the consideration of the social side of a girl's life we come to a need which must be met by this leisure time program.

First, the recreational needs of the adolescent must be met. The adolescent girl wants to play, and yet she must have guidance in that play. Ezra Betzner claims that an adequate recreational program should be based on a renewal of life and that it should be:

- "1. Interesting.
2. Not contrary to health.
3. Afford opportunity for both sexes to be together.
4. Include the old and the young.
5. Develop individual capacities.
6. Include work, for to young people work is fun." (1)

But meeting the recreational needs of the girl is not the only thing which the social program must do. There are three other things that must be built up. The first of them is etiquette, at least we shall call it that for lack of a better name. The adolescent girl should be taught how to act in public, how to converse, and all the other points so necessary under our present scheme of

It is the duty of the State to provide for the education of its citizens, and to this end it is necessary that the State should maintain a system of public schools.

The State should also provide for the education of its poor, and to this end it is necessary that the State should maintain a system of public schools.

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social life, for there is nothing more pathetic than the adolescent girl who is with people who know what to do and who cannot find a place for herself. There should be built up between girls and men a true basis for friendship. And there are also attitudes to be developed, such as thrift, respect, obedience, and knowing how to have a good time.

Not only should this program of leisure activity meet the social needs of the girl, but there are also certain very definite physical needs which it must meet. These are of two types: the first might be called the need for exercise, and the second the need for instruction. Every girl should be made to realize the value of consistent morning exercise; it will mean that she goes into the day better able to meet those needs which may arise. There should be stimulated, too, a desire for sufficient outdoor recreation.

There must also be very definite instruction along the lines of health and hygiene. Such subjects as physiology and hygiene can best be taught under trained instructors in the public schools, but to the leader of the smaller group is given a chance for individual as well as for group work; health talks can be given and individual work when it seems necessary, thus supplementing the more academic work of the schools.

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 systematic work of the schools.

With this brief consideration of the needs that must be met by any program for the adolescent girl the following criterion has been drawn up by which the four programs under consideration may be judged:

The Criterion:

A. Does the program meet the social needs of the adolescent?

1. Recreational:

- a. What are its standards?
- b. Does it allow for variety?

2. Social life:

- a. Does it teach the girl how to act?
- b. Does it develop right attitudes toward men?
- c. Does it teach them how to have a good time?
- d. Does it give opportunity for service?

3. Attitudes:

- a. Does it build wholesome ideals and attitudes?
- b. Does it put the girl's life on a firm basis?

4. Vocational Guidance:

- a. Does Vocational Guidance, as such, have a part in the program?

B. Does the program meet the physical needs of the adolescent?

- 1. Does it see that she learns the value of exercise?

With this brief consideration of the matter
that must be met by any program for the present and
the following question has been thrown up by which the
program under consideration may be judged:

The Question:

A. Does the program meet the social needs of the people?

Only

1. Educational:

a. Has the program?

b. Does it allow for variety?

2. Social life:

a. Does it teach the child how to act?

b. Does it develop right attitudes toward work?

c. Does it teach them how to have a good time?

d. Does it give opportunity for activity?

3. Activities:

a. Does it build wholesome habits and attitudes?

b. Does it give the child a firm basis?

4. Vocational training:

a. Does Vocational training, as such, have a

part in the program?

B. Does the program meet the physical needs of the school-

child?

1. Does it see that the child has the value of exercise?

- a. Regular morning exercise?
- b. Healthy outdoor recreation?
 - (1) Is there provision for hiking?
 - (2) For camping?
 - (3) For learning games?
- 2. Does it give physical instruction?
 - a. Is there health education?
 - (1) Does she learn the laws of health?
 - (2) Are they held up as goals?
 - b. Are the facts of sex given?
 - (1) Are leaders capable of giving such instruction?
- C. How does the Program correlate with other agencies?
 - 1. How does it correlate with the school?
 - a. Do the leaders try to understand school program?
 - b. Does it stimulate school progress?
 - 2. How does it correlate with the church?
 - a. Does it show the necessity of loyalty?
 - b. Does it stimulate church interest?
 - 3. How does it correlate with the home?
 - a. What is done?
 - b. Are parents interested in the program?
- D. What are the motives of the organization?
 - 1. Do the girls work for:
 - a. The badge, the fun, just to belong?

1. How does the teacher maintain discipline?

2. How does the teacher maintain discipline?

(1) Is there a definite plan of discipline?

(2) Is there a definite plan of discipline?

(3) Is there a definite plan of discipline?

3. How does the teacher maintain discipline?

4. How does the teacher maintain discipline?

(1) Does the teacher maintain discipline?

(2) Does the teacher maintain discipline?

5. How does the teacher maintain discipline?

(1) Does the teacher maintain discipline?

Instructional

6. How does the teacher maintain discipline?

7. How does the teacher maintain discipline?

8. How does the teacher maintain discipline?

9. How does the teacher maintain discipline?

10. How does the teacher maintain discipline?

11. How does the teacher maintain discipline?

12. How does the teacher maintain discipline?

13. How does the teacher maintain discipline?

14. How does the teacher maintain discipline?

15. How does the teacher maintain discipline?

16. How does the teacher maintain discipline?

17. How does the teacher maintain discipline?

18. How does the teacher maintain discipline?

The Program of the Canadian Girls in Training:

A. Does the Canadian Girls in Training Program meet the social needs of the adolescent girl?

1. Recreation:

a. It has high standards for recreation, considering that recreation should develop these things: (1)

1. Physical fitness.
2. Mental efficiency.
3. Moral strength.
4. Social consciousness.
5. Disciplined initiative.

b. It offers a wide variety of recreation:

Judging by the following list of recreational activities to be found in the Index of the Leaders Book:

Mother-Daughter banquets, books, dramatization, educational trips, games, hikes, hobbies, music, getting acquainted with out-of-doors, Girl-Boy parties, story telling, etc.

2. Social Life:

a. It teaches the girl how to act for it gives her the ideal of the quest for the Four Fold Life: (2)

"To Cherish Health, Seek Truth, Know God, and Serve Others."

(1) Canadian Girls in Training: Leaders Book. page 176.
(2) Ibid. page 48.

The Program of the Canadian Office in the United States

1. Does the Canadian Office in the United States meet the

needs of the Canadian community?

I. Introduction:

a. Is the high standard of the Canadian community, considering

that the Canadian community is a small group?

1. Physical fitness.

2. Mental efficiency.

3. Moral strength.

4. Social responsiveness.

5. Intellectual development.

b. Is there a wide variety of recreation?

Indicate by the following list of recent items:

activities to be found in the index of the Canadian

Index:

recreation, sports, games, books, etc.

educational, cultural, social, etc.

music, getting acquainted with out-of-door,

girl-boy parties, story telling, etc.

2. Social life:

a. Is there any girl work to be done in the class for

the kind of the group for the social life? (b)

"To Social Service, Book 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 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b. It develops the right attitude toward men:

"Girls and boys need an abundance of wholesome social life and nowhere have they more right to find it than in their church. It is essential, too, that they have guidance in forming high standards for their friendship with each other and in frankly accepting each other as companions. A field of untold opportunity lies open to the leader who realizes this and plans accordingly." (1)

c. It teaches them how to have a good time.

See 1a and 1b for proof.

d. Does it offer an opportunity for service?

(1) Service to others is the motto of the social program, through:

"1. In personal relationships.

2. In the home.

3. In organizations.

4. In a vocation." (2)

3. Attitudes:

a. Does it build wholesome attitudes and ideals?

The Four fold life, "Cherish Health, Seek Truth, Know God, and Serve Others."

(1) Ibid page 208.
(2) Ibid. page 25ff.

6. It develops the right attitude toward work:
 "Girls and boys need an abundance of stimulus
 toward life and nature have they were right to
 find it in their nature. It is essential,
 too, that they have guidance in finding this
 stimulus for social relationships with each other
 and in finding something else other as a guide-
 line. A field of unexplored opportunity lies open
 to the teacher who realizes this and plans accord-
 ingly." (1)

7. It teaches them how to have a good life.
 See 1a and 1b for proof.
 8. Does it offer an opportunity for service?
 (1) Service to others is the basis of the social
 program, through:
 "1. In personal relationships.
 2. In the home.
 3. In organizations.
 4. In a vocation." (2)

9. Attitudes:
 a. Does it train wholesome attitudes and ideals?
 The four fold life, "Christian Social, Greek
 Truth, Goodness, and Service to others."

b. Does it put the girl's life on a firm basis?

Consider the program and it can be clearly seen that if the ideals and attitudes above mentioned are developed through service and along with adequate recreational life, and necessary instruction, (as they plan that it should be), the girl's life must be on a firm basis.

4. Vocational Guidance?

a. Its wide interests are most apparent.

b. Vocational Guidance as such:

"She will strive to find God's will for her life, whether it be the vocation of marriage, teaching, nursing, etc." (1)

B. Does the Canadian Girls in Training Program meet the Physical needs of the adolescent girl?

1. The Canadian Girl in Training learns the value of adequate exercise:

a. As a part of the Physical Program, "To Cherish Health."

"Some form of regular exercise should be taken." (2)

b. In the code are these three laws:

"1. To get an average of nine hours sleep with the windows open.

(1) Ibid page 39.

(2) Ibid page 22.

b. Does it not the child's life on a firm basis?
Consider the program and it can be clearly
seen that it is the child's and attention above
everything else developed through practice and
along with adequate recreational life, and
necessary instruction, for that child is
should be, the child's life must be on a firm
basis.

4. Vocational Guidance?

a. Are there interests and aptitudes?

b. Vocational Guidance as such?

"We will strive to give the child a life for her life."

What is the vocational of children, teaching,

musical, etc. (2)

c. Does the Guidance Clinic in Training Program meet the pro-

gram needs of the individual child?

d. The Guidance Clinic in Training fosters the value of

adequate education:

e. As a part of the individual program, "The Guidance Clinic."

"Some form of regular exercise should be taken." (2)

f. Is the child's life more than just?

g. To get an average of nine hours sleep with

the windows open.

2. To learn and practice daily two or three simple exercises and deep breathing.
3. To take some regular exercise in the open air daily. " (1)

c. She gets adequate outdoor recreation.

1. There is provision for hiking.

"The hike should always have some definite aim." (2)

2. Provision for Camping?

a. From annual report for 1923-1924.

44 camps with 2,204 girls attending
out of 30,119 girls. i.e. 7%.

3. They are taught games.

"Games are recognized to-day as essential to the normal development of the girl. They give a great deal of wholesome fun and should have a place on every program." (3)

2. Does it give sufficient physical instruction?

a. Is there health education?

Girls taught to "Cherish Health" through:

"1. Health Education.

2. First Aid, Home Nursing.

- (1) Ibid page 108.
- (2) Ibid page 222.
- (3) Ibid page 175.

4. The Board and President will be in the
single sessions and deep discussion.

5. To take some further action in the open

air delay. " (1)

6. The Board should consider the situation.

1. There is provision for action.

"The Board should always have some definite

aim." (2)

2. Provision for action?

a. From annual report for 1955-1956.

15 copies with 2,304 titles appearing

out of 20,118 titles. 1.4. 1956.

3. They are taught cases.

"Cases are presented to-day as essential

to the normal development of the child.

They give a great deal of material for

and should have a place in every program." (3)

2. There is also sufficient material for discussion?

a. Is there sufficient material?

Our aim is to "develop the child" through:

"1. Better education.

2. First aid, home nursing.

(1) This page 184.
(2) This page 185.
(3) This page 186.

3. Physical Culture.

4. Sports.

5. Outdoor life." (1)

b. Is sex education given?

(1) The facts of sex: the inquiring mind of the girl is recognized in the statement, "Normally there is an intense hunger for the facts of life." (2) No provision is made for giving these facts however.

(2) Are leaders capable of giving such information?

(a) No standards for leadership.

(b) Excellent reference lists given.

c. Does the Canadian Girls in Training Program correlate with other agencies so that the development of the girl may be four fold?

1. How does it correlate with the school?

a. "Her (the teachers) influence is limited by the fact that she is using curriculum that makes no place for the direct teaching of morals and religion.....herein in the thought of many public and high school teachers lies a part of the value of such a movement as the Canadian Girls in Training where a leader has a program distinctly religious in aim and is working with a

(1) Ibid page 131.

(2) Ibid page 46.

3. Physical Science.

4. Sports.

5. Other.

6. Is an education given?

(1) The teacher of the subject is not the teacher of the

subject is recognized in the curriculum, however

any there is an interest in the subject for the teacher

of life. (2) The recognition is made for

Giving these facts however.

(3) The teacher is capable of giving such information

(4) The student is not interested.

(5) The student is not interested.

7. Does the Canadian child in training receive education with

other subjects so that the development of his mind can

be four fold?

8. How does it compare with the schools

in the United States? (See Appendix) The answer is limited by the

fact that the United States is a country that is not

place for the direct teaching of science and this

is not the case in the United States in the United States

the United States is a country that is not

value of such a country as the United States

in training where a teacher has a program of

which is well known in the United States and is working with a

small group." (1)

b. Do leaders understand school program?

From above they must to a certain degree.

c. Does it stimulate school progress?

(1) By emphasizing "Seek Truth." (2)

2. How does it cooperate with the church?

a. Does it show the necessity of loyalty?

Since its program is developed around church activities the church is essential. Also its plan of supervision in each city is through an inter-denominational council.

3. How does it co-operate with the home?

a. It recognizes the importance of the home.

Under its "Serve Others" ideal there is provision for:

"Service in the Home." (2)

D. Motives of the organization?

There are no badges and ranks therefore the girls are not given false stimulus. Because it is a serious program we have a right to assume that they belong because they are interested.

The Girl Reserve Program:

(1) Ibid page 46.

(2) Ibid page 18.

Small group. (1)

1. Do students understand school program?
How about their own to a certain degree.

2. Does it stimulate school program?

(1) By emphasizing "Small group." (2)

3. How does it cooperate with the student?

4. Does it show the necessity of cooperation?

Since the program is designed around student

activities the student is essential. Also

the plan of organization in each city is

through an inter-organizational council.

5. How does it co-operate with the parent?

6. How does it co-operate with the community?

Under the "Small group" plan, there is pro-

vision for:

"Service in the home." (2)

7. Notices of the organization?

They are no longer and think therefore the girls are

not given their attention. Because it is a section pro-

gram we have a right to assume that they believe because

they are interested.

The Girl Reserve Program

(1) With page 10.
(2) With page 18.

A. Does the program meet the social needs of the adolescent girl?

1. Recreational.

a. Standards.

"In order to balance the year's recreation each of these types should have its share in increasing a girl's joy in living." (1)

a. Individual recreation.

b. Family recreation.

c. Club or group recreation.

d. Community recreation.

b. Variety.

Some of the suggestions made, individual and group games, hiking, swimming, camping, winter sports, pagaents, music, handicraft, parties." (2)

2. Social Life:

a. Does it teach girls how to act?

"Too much cannot be said about the need for developing character standards for all girls wherever they are. In her relations to girls, boys, the home, the school, and the church, there is the greatest need for a sense of right values on the part of every girl." (3)

- (1) Girl Reserve Movement. page 317ff.
- (2) Ibid. page 321ff.
- (3) Ibid. page 19.

1. Does the program meet the needs of the adolescent

girl?

1. Psychological.

a. Standards.

"In order to balance the girl's reaction to

of these types would have its share in

and a girl's joy in living." (1)

a. Individual reaction.

b. Family reaction.

c. Club or group reaction.

d. Community reaction.

e. Society.

Some of the suggestions made, (individual and group

games, singing, skits, etc., winter sports,

pageants, music, dramatics, etc." (2)

2. Social life:

a. How to reach girls how to act?

"You must not be told about the need for

developing character standards for all girls

whether they are in the position of girls,

boys, the home, the school, and the nation,

there is the standard need for a sense of

right values on the part of every girl." (3)

(1) Girl Reserve Movement. Page 2111.

(2) Ibid. Page 2111.

(3) Ibid. Page 12.

- b. Does it teach her to have a good time?

Answered under 1a

- c. Does it give opportunity for service?

There are three kinds of service listed:

- "1. Earning and spending of money earned by group activity.
2. The specific pieces of community, or national, or world service which may be done by the committee as a whole, or by individual girls outside of meeting.
3. The concrete service work done at regular club meetings." (1)

3. Attitudes:

- a. Does it build wholesome ideals and attitudes?

Chart shows the development of Christian Womanhood through: "Work, creative production, mental and manual; Recreation, a renewal of life, emotional, physical, and spiritual; Fellowship, a consciousness of the value of other personalities expressed through an outgoing of spirit and manifested by good acts; Religion, a consciousness of God in life." (2)

- b. Does it put girl's life on firm basis?

(1) Ibid page 543.

(2) Ibid page 116.

1. Does it teach how to have a good time?

Answered: Under 10

2. Does it give opportunity for service?

Answer: Under 10

3. Does it give opportunity for service?

Answer: Under 10

4. Does it give opportunity for service?

Answer: Under 10

5. Does it give opportunity for service?

Answer: Under 10

6. Does it give opportunity for service?

Answer: Under 10

7. Does it give opportunity for service?

Answer: Under 10

8. Does it give opportunity for service?

Answer: Under 10

9. Does it give opportunity for service?

Answer: Under 10

Assuredly it does if it succeeds in building the above attitudes.

4. Vocational Guidance:

a. Standards for Vocational Guidance:

- "A. The individual judgment of the girls must be the decisive factor in choice of work.
- B. The motives underlying the choice of work must be right.
- C. Educational work in its widest meaning and as a continuing factor in development is vital to a satisfying experience as a worker.
- D. Success is judged not by the standard of the market place, money and respect, but by the twin standard of individual development and social utility." (1)

b. Content of the Vocational Guidance Program.

- "A. What each girl should know about herself.
- B. What each girl should know about occupations.
- C. Educational Opportunity for every girl.
- D. Information about placement bureaus." (2)

B. Does the Program meet the physical needs of the adolescent girl?

1. Does she learn the value of adequate exercise?

(1) Ibid 441ff

(2) Ibid 443ff

Assessment is done if it succeeds in building

the above attitudes.

4. Vocational Education:

A. Objectives for Vocational Education:

a. The individual's interest in the field must be

The decisive factor in choice of work.

B. The subject undergoing the choice of work

must be able to

C. Educational work in the field training and

as a continuing factor in development is vit-

al to a satisfying experience as a worker.

D. Success is judged not by the standard of the

worker alone, money and success, but by the

well-being of individual development and

social utility. (1)

1. Objectives of the Vocational Education Program:

A. Each individual should have a clear

B. Each individual should have a clear

C. Educational opportunities for every child.

D. Information about various careers. (2)

E. How the program meets the physical needs of the adolescent

child

F. How the program meets the social needs of the adolescent

a. "The right kind of exercise, out of door sports, etc. supplemented by 10 or 15 minutes of exercise will do much." (1)

b. Healthy outdoor recreation.

(1) Hiking: Various types of hikes suggested on page 332, nature, observation, hare and hound, etc.

(2) Camping:

"The results of a summer camp to organized club work are invaluable." (2)

516-534 directions for camps.

(3) Learning Games:

Play hours suggested as a part of the program, where the girls may learn to play together. See page 320 of handbook for definite details.

2. Does it give adequate physical instruction?

a. Is there health education?

(1) How does she learn the laws of health?

"Health Code, the Ten Counts for Health."

1. Drink 6 or 8 glasses of water daily.

2. Eat fresh fruit and vegetables daily.

3. Sleep eight hours.

(1) Ibid 289.

(2) Ibid 517.

a. "The right kind of exercise, but of course sports,
etc. recommended by 10 or 15 minutes of exer-
cise will be much." (2)

b. Healthy outdoor recreation.

(1) Hiking: Various types of hikes suggested on

page 202, variety, suggestion, time and

house, etc.

(2) Camping:

"The results of a summer camp to be obtained

and with are indicated." (3)

See-See: Suggestion for camp.

(4) Locating camps:

They should be suggested as a part of the pro-
gram, where the clinic may wish to have the
camps. See page 202 of handbook for details.

Notes detailed

c. How to give adequate physical instruction:

a. Is there health education?

(1) How does one learn the facts of health?

"Health Education, The New York State Health."

a. Types B or C: Suggestion of water supply.

b. See Health Education and Vegetation with.

c. See also notes.

(2) 2014
(3) 2014

4. Keep the teeth clean.
5. Eat at regular intervals.
6. Keep the body clean.
7. Daily bowel movement.
8. One hour of outdoor exercise.
9. Sensible clothing and shoes.
10. Good posture. (1)

(2) Are they held up as goals?

Charts are given to work with.

(3) Individual Work?

v Opportunity, but no provision made.

b. Sex instruction?

(1) No provision made.

(2) Attitudes to men.

Girl and Boy Parties suggested as in C.G.I.T.
Program.

C. How does the program correlate with the other agencies so that the development of the girl is four fold?

1. How does it correlate with the schools?

a. "Any organization or group in a school makes a contribution good, bad, or indifferent to the school spirit depending upon the mark it sets for itself, and the faithfulness of each mem-

4. Keep the teeth clean.
5. Eat at regular intervals.
6. Keep the body clean.
7. Daily body movement.
8. Use light or no shoes exercise.
9. Avoidance of alcohol and drugs.
10. Good posture. (1)

(2) Are they held in a goal?

Answers are given to very little.

(3) Individual work

Superficially, but no provision made.

What is the result?

(1) No provision made.

(2) Attention to work.

What and how results suggested as in 2.8.1.1.

Program.

2. How does the program compare with the other agencies?

That the data found at the FBI is poor indeed.

1. How does it compare with the school?

2. "Any organization or group is a school unless it

constitutes good, bad, or indifferent to the

school spirit depending upon the way it acts

for itself, and the relationship of each one-

- ber in working to attain that mark." (1)
- b. Discussion outline given for, "What we can do
for our school as a club and as individuals." (2)
2. How does it correlate with the church.
- a. "A membership committee should be responsible for..
.....encouraging church and Sunday School attendance." (3)
- b. Ten suggestions for correlation are given in the
hand book.
3. Co-operation with the home.
- a. "Courtesy at Home, an outline for Discussion."
given on page 384.
- b. "Ideals of Hospitality, outline for Discussion."
given on page 385.
- D. The Motives of the Organization.
- a. What do the girls work for?
- They work for honors and points by which they may
secure pins and rings. As in other programs this
need not become the chief end however, that depends
entirely on the leadership.

Camp Fire Girls Program:

A. Does the Program meet the social needs of the Adolescent
girl?

- (1) Ibid 629.
(2) Ibid 628.
(3) Ibid 597ff.

1. Recreational.

a. What are its standards?

(1) No definite standards are given.

b. Does it allow for variety?

Fun out of Doors. Chapter Ten of Hand Book.

Bird hunt breakfast, nature books, nature
lore again, games, swimming, map making,
trailing, winter carnivals, etc.

Fun indoors. Chapter Thirteen.

Plays, singing, banquets.

2. Social life.

a. Does it teach the girls how to act?

"We are trying to help the girls in their standards of behavior, and manners, through articles which appear in Everygirl's Magazine, (the official Camp Fire Magazine) from time to time. We encourage Guardians to use these by talking them over with their girls." (1)

b. Does it develop right attitudes to men?

"What is it the seventeen or eighteen year old girl wants? The Guardian said it. She said they were talking so much about boys and good times in High School. That is it. More social life and more fun.....say.....let us keep

2. What are the elements?

(1) In detail the elements are:

3. How is it done for practice?

4. How are the elements?

5. How are the elements?

6. How are the elements?

7. How are the elements?

8. How are the elements?

9. How are the elements?

10. How are the elements?

11. How are the elements?

12. How are the elements?

13. How are the elements?

14. How are the elements?

15. How are the elements?

16. How are the elements?

17. How are the elements?

18. How are the elements?

19. How are the elements?

20. How are the elements?

21. How are the elements?

22. How are the elements?

23. How are the elements?

our identification, but broaden our program."

"You might say to a small eleven year old Camp Fire Girl, earn Honor 80, which is to teach a boy to dance, and she will conscientiously earn it. It means a bead. But to the older girl, presented to her in an older girl way, it means social life." (1)

c. Does it teach them how to have a good time?

Through varieties of recreation, yes.

d. Does it give opportunity for service?

Consider the service opportunities in these few honors selected from the list.

104. Contribute some service through beautifying the yards of your community.

108. Do voluntary work for three months in connection with Play ground etc.

111. Take care of small children on ten different occasions.

3. Attitudes.

a. Does it build wholesome ideals and attitudes?

"From the law we have taken our slogan, Give Service, second is the watchword, "Wohelo", a

and the situation, but because our program
"You must say to a small group that this is
time for, and honor it, which is to teach a
boy to dance, and we will automatically
want to. It seems a good one for the other
girl, presented to me in an older girl way,
it seems useful life." (1)

- c. How is it that there has to be a good thing
throughout the whole of education, yes.
d. How is it that opportunity for service
should be the main opportunity in life
for people who are not in it.
104. Contribute some service through
describing the ways of your com-
munity.
105. In volunteer work for these women
in connection with their groups etc.
106. This case of what is called on the
different occasions.

2. Activities.
a. How is it that women learn and understand
"from the fact we have taken our place, give
service, because is the woman, "woman", a

word made from the first two letters of the words work, health, and love. Third the Desires of the three ranks. They express a real philosophy and religion: the comradeship of friends, the love of man for God, and the desire to share with others the good and the beautiful things of the world." (1)

b. Does it put life on a firm basis?

Does it not if life is based on the above ideals?

4. Vocational Guidance.

a. Does vocational guidance have a part in the program?

Not specifically.

B. Does it meet the physical needs of the adolescent girl?

1. Does she learn the value of adequate exercise?

a. Regular morning exercise?

Point five on the Health Chart is, "Take five minutes brisk exercise for abdomen and back."

b. Healthy outdoor recreation?

(1) Provision for Hiking.

See honors:

502: Make pen and ink map of hike.

504: Blaze trail for a mile.

(2) Provision for Camping.

Class A (over 25) and Class B (less than 25) had a total of 82,000 girls at them. The total membership is 174,000 girls making 47% of the girls at camp. (1)

(3) For learning Games.

Consider honors:

1023: Conduct six evenings for family.

1029: Plan evening's social.

100: Play 12 hours in month in Team Games.

102: Play 12 hours in month on other games.

2. Does it give adequate physical instruction.

a. Is there health education?

(1) Does she learn laws of Health?

(a) Health Charts to be kept.

(b) Health Habits for Firemakers Test. (2)

Sleep long hours with windows open.

Bath twice a week.

Brush teeth twice daily.

Half hour outdoor exercise daily.

Eating right kinds and amounts of food.

Normal bowel movement.

(2) Are they held up as goals?

Yes, because they are parts of the ranks.

(1) From annual report for 1926.

(2) Camp Fire Girls: page 68.

Class A (over 25) and Class B (less than 25) has a total of 62,000 girls at school. The total number of girls at school making 47% of the total population. (1)

(2) For teaching women.

Consider women:

1000: number of girls attending for study.

1000: first evening's school.

100: 100 girls in school in less than 1000.

100: 100 girls in school in more than 1000.

100: 100 girls in school in more than 1000.

100: 100 girls in school in more than 1000.

(1) 100 girls in school in more than 1000.

(a) 100 girls in school in more than 1000.

(b) 100 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

1000: 1000 girls in school in more than 1000.

(4) Are they held up as goals?

Yes, because they are part of the plan.

(2) Individual work?

No provision made.

b. Is sex education given?

(1) No provision made.

(2) Leaders capable of giving such information?

(a) Age requirement only 18 years.

C. How does the program correlate with the other agencies so as to give the girl a four fold development?

1. Co-operation with the school:

a. This is what J. H. Beveridge Superintendent of Schools at Omaha, Nebraska thinks of Camp Fire, "The program as planned for the Camp Fire Girls is a fine supplement to the work of the public schools. It provides for the physical, social, and ethical welfare of adolescent girls. It teaches them to render service and to be happy in their work. The theory of "learn through doing" is psychologically and pedagogically sound. I commend the work as a factor in good fellowship, team work, and the building of citizenship." (1)

b. Does it stimulate progress?

Honors:

117: No marks below 80% for three months.

116: Five percent higher averages in studies.

115: Five percent higher conduct.

(1) Bulletin on Camp Fire and the Schools.

(E) Individual study

No provision made.

b. Is any other provision made?

(1) No provision made.

(2) Leadership training at 12th and 13th years?

(a) Age restriction only 15 years.

c. How does the program correlate with the other agencies as

as to give the child a total development?

1. Co-operation with the schools:

a. This is what J. H. Beveridge Superintendent of

Schools of Omaha, Nebraska thinks of high school

"The program as planned for the high school is

a fine supplement to the work of the public schools.

It provides for the physical, mental, and spiritual

life of adolescent youth. It provides for the

character and to be happy in their work. The

theory of "learning through doing" is psychologically

and educationally sound. I commend the work as a

teacher in good fellowship, free work, and the

the of citizenship." (1)

d. Does it stimulate progress?

Answer:

1st: No extra delay for three months.

2nd: The program is being developed in studies.

3rd: The program is being developed.

(2) Relation to high and the schools.

c. Does it recognize the school?

In the above it certainly does.

2. Co-operation with the church?

a. See statement of E.F. Hammon pastor of the First Presbyterian Church, Red Oak, Iowa: "I have been requested to state my impressions of Camp Fire work with reference to its relation to the church. It has been my privilege since 1915 to have a Camp Fire group as one of the organizations in my church. During this time I have been very much impressed with its work, as offering a good, healthy expressional agency through which our girls could develop themselves, not only mentally and physically, but also catch the vision of the spirit of service. There is no reason why Camp Fire should not be a good stepping stone to the church." (1)

b. Does it stimulate church interest?

See honors:

801: Attend any religious service ten Sundays
in three months.

18 other honors to be won through working in and
for the church.

(1) From pamphlet on, Camp Fire and the Church.

1. Does it recognize the school?

In the above it certainly does.

2. The operation with the church?

3. See statement of J. E. Brown member of the

First Presbyterian Church, New York, New York: "I

have been requested to state my impression of

Camp Fire with reference to its relation to

the church. It has been my privilege since 1911

to have a Camp Fire group at one of the organiza-

tions in my church. During this time I have seen

very much improved with the work, as showing a

good, healthy expression, agency through which

our side could develop themselves, not only men-

tal and physical, but also catch the vision of

the spirit of service. There is no reason why

that this should not be a good stepping stone to the

church." (2)

4. Does it stimulate church interest?

See below:

501: attend any religious service last summer

in three months.

It often happens to be very through working in and

for the church.

(1) From pamphlet on, Camp Fire and the Church.

3. Does it co-operate with the home.

a. "Not only do girls learn to cook out of doors, but they are encouraged to take an interest in their homes through the winning of honors." (1)

b. Are the parents educated to it?

(1) Mothers suggested as ideal guardians.

(2) See honors:

122: Bring two adults, one a parent, to any Camp Fire Meeting.

D. What are the motives:

a. What do the girls work for?

There are the ranks, the zest of comradeship, and the honors for which they may work. However as in the Girl Reserves the motives will depend entirely upon the leader who has charge of the program.

The Girl Scout Program:

A. Does the program meet the social needs of the adolescent girl?

1. Recreational:

a. What are its standards?

(1) No standards are set up.

b. Does it have variety?

(1) Following activities are stressed:

(1) From Pamphlet on, Is Your Daughter a Camp Fire Girl?

1. Does it co-operate with the press?

a. Not only do girls learn to look out in groups,

but they are encouraged to take an interest in

their names through the wearing of names. (1)

b. Are the parents educated to it?

(1) Parents suggested as ideal assistants.

(2) Are parents:

1. Are they the children, the parents, the

the camp life training.

2. What are the motives:

a. What do the girls want for?

There are the women, the need of community, and

the desire for which they are here. However as in

the girl's training the mother will become entirely

after the first or two days of the program.

The Girl Scout Program:

A. Does the program meet the social needs of the adolescent

girl?

1. Necessities:

a. What are the standards?

(1) No standards are set up.

b. Does it have variety?

(1) Following activities are planned:

(1) From the first on, is your daughter a Girl Scout?

Hikes, swimming and outdoor activities. Attention is also given to tests which include signalling, cooking, sewing, history, nature, first aid, etc.

2. Social life.

a. Does it teach the girl how to act.

Hostess Merit Badge, which includes: (1) Receiving guests, writing notes of invitation, writing acceptances, planning for entertainment, making calls, etc.

b. Does it develop right attitudes toward men?

(1) No provision made.

c. Does it teach them how to have a good time?

(1) Through variety of interest, yes.

d. Does it give opportunity for service?

(1) The third girl scout law is, "A Girl Scout's Duty is to be useful and to help others." (3)

(2) Requirement fifteen of the second class test is: "Present to captain the proof of some satisfactory service to troop, home, church, or community." (2)

- (1) Scouting for Girls. page 434.
- (2) Scouting for Girls. page 38.
- (3) Ibid page 26.

History, nature, first aid, etc.
includes signmaking, cooking, sewing,
Attention is also given to those which
Hikes, swimming and outdoor activities.

E. Social life.

a. Does it teach the girl how to act.
Hostess work badge, which includes: (1)
Receiving guests, writing notes of invitation,
writing announcements, planning for entertain-
ment, making calls, etc.

b. Does it develop right attitudes toward sex?
(1) No provision made.

c. Does it teach them how to make a good thing?
(1) Through study of literature, etc.

d. Does it give opportunity for service?
(1) The girl must know how to do it.

Good's duty is to be useful and to
help others." (2)

(2) Development of the social sense
can be: "Present to explain the part
of some satisfactory service to group,
home, church, or community." (2)

3. Attitudes:

a. Does it build wholesome ideals and attitudes?

"On my honor, I will try, to do my duty to God
and my country, to help other people at all
times, and to obey the Girl Scout Law's." (1)

Ideals worthy of inculcation in any girl.

b. Does it put life on a firm basis?

Consider the laws quoted in section one of
the thesis, loyalty, trust, courteousness,
cheerfulness, are a few of the things that
the girl must build her life on if she is to
be true to the ideals of Scouting.

4. Vocational Guidance.

As such it has no place in the program.

B. Does the program meet the physical needs of the adolescent girl?

1. Does she learn the value of adequate exercise?

a. Regular morning exercise?

"I did my setting up exercises " is one point
on the health chart. (2)

b. Healthy outdoor recreation?

(1) Is there provision for hiking?

(1) Ibid page 12
(2) Ibid page 404

2. Answer:

a. Does it define education in any way?

"On my hand, I will try, to do my duty to God

and my country, to help every people as I can

to know, and to love the world as it is." (1)

There is no such thing as a free lunch.

b. Does it say anything about the future?

Looking at the present in relation to the

future, liberty, peace, cooperation,

efficiency, and a new life for the world.

Has this been the result of the war?

Is this the result of the war?

4. Personal opinion.

As such it has no place in the program.

B. Does the program meet the physical needs of the school-

children?

1. Does the school have the means of physical education?

a. Regular outdoor exercises?

"I did my best to get the school" is one point

on the health chart. (2)

b. Healthy outdoor recreation?

(1) Is there provision for this?

"The real fun of Scouting lies in the great life of out-of-doors, and the call of the woods is answered more quickly by the Girl Scout than by anybody else, because she learns just how to get the most out of all this wild, free life and how to enjoy it with the least trouble and the most fun." (1)

(2) Is there provision for camping?

"In 1927 there were 33,562 Girl Scouts in camp." This makes 19%. (2)

(3) For learning games?

No definite provisions.

2. Does it give adequate physical instruction?

a. Is there health education?

(1) Does she learn the laws of health?

(a) Question fourteen of the Second Class

Test: "What do you consider the main points of health." (3)

(2) They are made goals through being tests.

(3) Is there individual work if necessary?

No provision for it.

b. Is sex education given?

(1) Facts of sex are not given.

(1) Ibid page 161.

(2) Girl Scout Trail, annual report for 1927.

(3) Scouting for Girls. page 38.

"The real fun of working life in the great
field of out-of-doors, and the call of the
woods is not more clearly by the bird
about than by anybody else, because she
learns just how to get the most out of all
this wild, free life and how to enjoy it with
the least trouble and the least fuss." (1)

(2) Is there provision for education?
"In 1927 there were 33,500 girls in
camp." This was 1927.

(3) For learning general

No definite provision.

4. Does it give adequate physical instruction?

5. Is there really adequate

(1) Does the camp give the least of health?

(2) Is there provision of the second class

Test: "What do you consider the main

point of health?" (3)

(4) They are made goals through being tests.

(5) Is there individual work in necessary?

No provision for it.

6. Is any education given?

(1) Books are not given.

(1) This page 121.
(2) Girl Scout Year, annual report for 1927.
(3) Scouting for Girls, page 22.

(2) Are leaders capable of giving such instruction?

"Over two thirds of the Girl Scout leaders have college or normal school training." (1)

C. How does the Program correlate with the other agencies so that the development of the girl is four-fold?

1. How does it correlate with the school?

a. Do the leaders try to understand the school program?

Nothing special said about it, except as below.

b. Does it try to stimulate school progress?

There is a scholarship badge given, "This award is given for exceptional progress in school work as shown by attendance, conduct, and class standing. Effort and sustained progress should be recognized. Where percents are used, an average of 85 for one year would be safe as a minimum. Where letters are used, candidates would be drawn from among those not falling below a general average of B for one year. Close work with the school is necessary here, and no girl should be recommended until after her principal and teacher have consented." (2)

(1) The Girl Scout Trail, report for 1927.
(2) Scouting for Girls. page 453.

(5) Are leaders capable of giving such instruc-

tion?

"Over the years of the Girl Scout leaders

have college or normal school training." (1)

3. How does the program correlate with the other agencies so

that the development of the girl is best?

1. How does it correlate with the school?

a. Do the leaders try to understand the school pro-

gram?

Nothing special is done; it is taught as before.

b. Does it try to stimulate school progress?

There is a relationship being given. "This means

is given for exceptional progress in school work

as shown by achievement, conduct, and other stan-

dards. Effort and sustained progress are in no

recognized. These standards are used, an average

of 85 for one year would be set as a minimum.

When letters are read, recognition would be

given from among those not called below a gen-

eral average of 80 for one year. Those work with

the school is necessary here, and no girl should

be recommended until after her principal and

teacher have concurred." (2)

(1) The Girl Scout Trail, report for 1927.

(2) Meeting for girls, page 887.

c. Does it recognize the school?

In scholarship badge.

2. How does it correlate with the church?

a. Does it show the necessity of loyalty?

Point 15 of second class test once more, "some satisfactory proof of service to troop, home, church or community." (1)

b. Does it stimulate church interest?

Through service mentioned above.

3. Does it co-operate with the home?

"Every Girl Scout knows that good homes make a country great and good; so every woman wants to understand home-making. That means 'keeping' house; Girl Scouts should try for the Housekeeper Merit Badge, the 'Home Maker'. Now 'making a home' doesn't mean just having it, owning it, and hold the key. It means making it a good place to live in, or helping to make it so." (2)

b. No special attempt to utilize parents.

D. Motives of the organization?

As in Camp Fire and Girl Reserves there are badges and ranks which may be worked for, but again it is a question of leadership which determines the motives.

(1) Ibid. page 38.

(2) Ibid. page 243.

1. Does it recognize the school?

In schoolwork it does.

2. How does it cooperate with the church?

3. Does it show the necessity of loyalty?

Point is of record that last year, 1900,

epistolary work of service to troops, home,

church or community." (1)

4. Does it stimulate church interest?

Through service mentioned above.

5. Does it co-operate with the home?

"Every girl knows that good looks make a country

girl and good; an every woman knows to understand

home-making. That means (teaching) house; Girl Scouts

should try for the new teacher Nellie Budge, the 'house

-maker'. She makes a home; doesn't mean just hav-

ing it, owning it, and holding the key. It means mak-

ing it a good place to live in, or helping to make

it so." (2)

6. Do special attempts to utilize parents.

7. Review of the organization?

As in Camp Fire and Girl Reserves there are badges and

regalia which may be worked for, but again it is a ques-

tion of leadership which determines the motives.

Advantages and Disadvantages

Having considered the four programs under discussion it might be well to summarize the chief advantages and disadvantages of each in order to try to get a clearer basis of comparison.

First there is the program of the Canadian girls in the army.

Advantages

III.

Evaluation and Comparison

1. It is a simple program with no elaborate super-

2. It strives to make the life of the girl center in the church and community activity in that thing.

3. It is a program that can be followed by the average high school senior without any special additional training.

Disadvantages

1. It does not have any of the elements of "ritual" and symbols for which adolescent girls long.

2. In the lack of ceremony and pageantry it lacks an ability to attract for work.

3. Since it has no definite program and teachers will not be able to follow the work, since only the few essentials are given.

111.

Evolution and Development

Advantages and Disadvantages:

Having considered the four programs under discussion it might be well to enumerate the chief advantages and disadvantages of each in order to arrive at a simpler basis of comparison.

First there is the program of the Canadian Girl's in Training:

Advantages:

1. It is a simple program with no elaborate super-government, with no cut and dried "ranks" and badges for the girls to work for.
2. It strives to make the life of the girl centre in the church and succeeds admirably in that thing.
3. It is a program that may be followed by the average Church School teacher without any specific additional training.

Disadvantages:

1. It does not have any of the elements of "ritual" and symbolism for which adolescent girls long.
2. In its lack of degrees and badges it loses on strong incentive for work.
3. Since it has no definite program many teachers will not be able to follow the work, since only the bare essentials are given.

Advantages and Disadvantages:

Having considered the two systems under discussion it might be well to summarize the advantages and disadvantages of each in order to arrive at a clearer basis of comparison.

First, there is the problem of the Christian child in the home:

In the home:

Advantages:

1. It is a simple matter when an individual is brought up in a home, with no artificial "training" and no artificial "discipline" to work for.
2. It is easier to make the life of the child really in the home and surroundings naturally in the home.
3. It is a system that may be followed by the average Church member without any special education or training.

Disadvantages:

1. It does not have any of the elements of "ritual" and symbolism for which academic discipline is lacking.
2. In the lack of discipline and control it leaves the child untrained for work.
3. Since it has no definite program many teachers will not be able to follow the work, since only the bare essentials are given.

The Girl Reserve Movement:

Advantages:

1. It has definite standards for all of the work.
2. Girl Reserves have definite ends for which the girls may strive.
3. Girl Reserves give a wide view to the girl.
4. The program is such that the average person would be able to follow it easily.

Disadvantages:

1. There is much that is abstract in the program, thought rather than activity being demanded. Such a program must be put across by a person with a positive personality.
2. In some ways the program seems to have a little too much emphasis on the spiritual side of life, that is, it makes the religion the sole motivating force when other things might be.
3. It is centered in the Y.W.C.A. and thus cannot care for all the girls of a given community.

The Girl Scouts:

Advantages:

1. The program is definite and concrete, so that it may be followed without difficulty.
2. Leadership requirements are very high.

The Girl Scouts:

Advantages:

1. It has definite standards for all its work.
2. Girl Scouts have definite aims for which they strive.

3. Girl Scouts give a wide view of the world.
4. The program is such that the average person would be able to follow it easily.

Disadvantages:

1. There is much cost involved in the program, though it is not too costly being organized.
2. A program can be put across by a person with a positive personality.

3. In some ways the program seems to have a little too much emphasis on the spiritual side of life.
4. That is, it makes the relation the sole motivating force when other things might be.
5. It is centered in the U.S.A. and thus cannot care for all the girls of a given community.

The Girl Scouts:

Advantages:

1. The program is definite and consistent, so that it may be followed with difficulty.
2. Leadership requirements are very high.

3. The program is sufficiently varied to meet the needs and interests of the girls.

4. It is not connected with the church or any other religious organization and therefore may include all the girls of a given community.

Disadvantages:

1. It has an official uniform, besides the Middy and Skirt which the other organizations use and which it recognizes. This makes for the evils of the non-uniform organizations, for there are "those who have real uniforms" and "those who wear middies", though they are supposed to be equal so far as being official is concerned.

2. Some of the tests are removed from girl's interests.

3. Some have claimed that it is militaristic, though it really is not.

The Camp Fire Girls:

Advantages:

1. The program is built around the home life and real interests of the girls.

2. It is definite enough to be easily followed, but may be changed to suit local conditions.

3. It contains ritual which appeals to the girls.

1. The program is definitely limited to meet the needs and interests of the girls.
2. It is not connected with the system of any other religious organization and therefore will include all the girls of a given country.

Advantages:

1. It has an official character, besides the religious and ethical which the other organizations have and which is recognized. This makes for the value of the religious organization, for there are "values" in these "values" and these are well defined, though they are supposed to be equal to the religious official is concerned.
2. Some of the girls are moved from their homes.
3. Some have obtained jobs as missionaries, though it really is not.

The Camp Life:

Advantages:

1. The program is built around the home life and real interests of the girls.
2. It is definite enough to be easily followed, but may be changed to suit local conditions.
3. It contains much which appeals to the girls.

4. It has no official uniform.

Disadvantages:

1. It not presented in the right way the ritual may become tawdry.
2. There are no definite standards for much of the work.
3. The leadership requirements are low.

General Similarities:

In general none of the organizations have any definite requirements for leadership besides that of age, and the question occurs to almost everyone, Does age constitute ability to lead girls? It would seem that education, ideals, character, personality and executive ability should have a place as well.

All of the organizations have a tendency to develop into cliques, "the girls of our neighborhood all belong", etc. Although with the right leadership this can be avoided.

All of the organizations depend to a very large degree upon the personality of the leader. If she does not have the right sort of program to work with and has personality the program defect can be overcome, but a good program without personality is doomed to failure from the very moment when the work is started.

4. It has no official status.

Disadvantages:

1. It is not organized in the right way for the right

and proper results.

2. There is no definite responsibility for what is

done.

3. The leadership responsibility is lost.

General Principles:

1. General name of the organization must be

well-defined responsibility for leadership position must be

and the position must be in direct contact with the community

ability to lead must be well known and understood, ideally,

character, personality and knowledge which should have a

place as well.

All of the organizations have a tendency to be-

come into existence, "the gift of our neighborhood and be-

lieve", etc. Although with the right leadership this can be

avoided.

All of the organizations have a very large

degree of the responsibility of the leader. It is often

have the right sort of program to work with and has personality

the program does not be overdone, but a good program will

not deteriorate as much as before from the very moment

after the work is started.

Most of them are using the uniform with the idea that it creates a feeling of equality. In every case except that of the Girl Scouts the middie and skirt is the official uniform. For the scouts the middie and skirt is official, but there is also another uniform, which is rather conspicuous when worn among others who have on civilian clothes. The Camp Fire Girls do not have a uniform as such, but they do have their ceremonial gowns which in their method of being decorated constitute one of the beautiful and instructive features of the work of the Camp Fire Girls.

General Conclusions:

There are a number of conclusions which may be drawn from this brief comparison:

1. There is a marked degree of similarity between the various programs. Most of them have the same general aim, and the same standards and methods of reaching that aim.
2. All of the programs depend to a very marked degree on leadership for the real worth of the program. It is therefore the leader, rather than the program, who must be chosen with the greatest care.
3. In most cases the program to be chosen should depend on which program is strongest in your community. If there is a strong Girl Scout Council, use that program; if there is a strong Camp Fire Association, use theirs; and so

most of them are using the machine with the same
 that is covered by the patent of the machine. In every case except
 one of the three, the machine was built in the United
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 the United States. The machine was built in the United States
 and it was built in the United States. The machine was built
 in the United States and it was built in the United States.

General Considerations:

There are a number of considerations which are to
 be taken into account in the design of the machine:
 1. There is a certain degree of similarity between
 the various programs. Most of them have the same general
 aim, and the same standards and methods of teaching that are
 used. All of the programs depend to a very great
 degree on leadership for the new work of the program. It
 is therefore the leader, rather than the program, who must
 be chosen with the greatest care.
 2. In each case the program to be chosen should
 depend on which program is designed in the country. If
 there is a strong and well known program, the program should
 be chosen. If there is a strong and well known program, the
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 well known program, the program should be chosen. If there is
 a strong and well known program, the program should be chosen.

on, for the value that one gets from trained leadership will offset program defects.

4. Do not use any program slavishly, adapt them!

Comparison Through Parallel Columns:

Girl Scouts	Camp Fire	Girl Reserves	Canadian Girls
Recreation			
No definite standards given.	No definite standards.	Very fine standards.	The most definite and best.
Social Life			
Merit badges stimulate action.	Tried to develop standards.	Recognition of need.	Quest for Four Fold Life.
Vocational			
No work done at all.	No work done at all.	Very definite standards and program.	Finding a vocation an ideal.
Exercise			
Part of the Health Chart	Part of the Health Work	Advise 10 minutes exercise daily.	Part of program to cherish health.
Outdoor Recreation			
Hiking part of program.	Honors for outdoor games.	Hikes etc. are important.	Daily outdoor work part of program to Cherish Health.
Health Education			
Laws of health as part of work.	Health habits and law for rank.	Health code as guide for girl	Cherish health with definite program part of work.

Comprehensive Summary

In order to get a comprehensive view of the whole subject of the adolescent girl and her social education let us survey the material covered.

We find in adolescent development four outstanding characteristics which must be cared for by some part of our educational system, physical growth, mental development, and the deepening of social and religious interests. These various phases are cared for by different agencies which are concerning themselves with the education of the adolescent.

These agencies are the school, which works through its curriculum and extra-curriculum activities; the church which carries on its endeavour through the organized class, exemplified in such a program as the Canadian Girls in Training; and the leisure time programs which have been developed, the Girl Scouts, the Camp Fire Girls, and the Girl Reserves. But in these agencies we are confronted with a serious problem, that of overlapping interests leading to various dangers. However there are three possible solutions to the problem, centering the work in the school, centering it in the church, or making it a community-centered program.

The next problem was that of discovering what needs must be met by the leisure time programs, the only ones with

which this thesis is concerned. The educational and religious needs are excluded since they are adequately met, and a criterion drawn up by which the method of meeting the social and physical needs might be judged.

Next the Canadian Girls in Training, Girl Scout, Camp Fire, and Girl Reserve programs were judged according to this criterion which considers under the social needs, recreation, social life, attitudes, and vocational guidance; and under the physical, exercise and physical instruction; concluding with a study of the correlation of these programs with the other agencies, and an inquiry into the motives which lead the girls into the work.

The thesis closes with an enumeration of the advantages and disadvantages of each program, and a comparison of the four through parallel columns showing the work of each.

which this is the case. The experimental and
theoretical results are in excellent agreement.
and a comparison between the two methods of measurement
shows that the experimental results are in excellent
agreement with the theoretical results.
The results of the experimental and theoretical
measurements are in excellent agreement.
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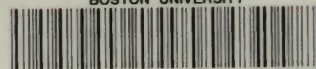
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